

# A Comparative Study between Male and Female College Students with regard to Emotional Intelligence of Nagaland

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## Abstract

The present study aims to find out the difference between male and female college students with regards to their emotional intelligence and its dimensions. The sample consists of 100 college students of Nagaland. Roqan Emotional Intelligence Test (REIT) by Roquiya Zainuddin and Anjum Ahmed was used to collect data. The result of the study found that there were no significant differences in emotional intelligence and its dimensions – Self – awareness, self- regulation, motivation and social skills. It was found that male college students responded better to their empathy (t-value =3.05) than female students. This study used a descriptive method for analysis.

**Keywords:** *Emotional Intelligence, self –awareness, self-regulation, motivation, empathy, social skills.*

## 1.1 Introduction

Salovey and Mayer first discussed the concept of emotional intelligence and noted that emotional intelligence is “the ability to monitor the feelings and emotions of oneself and other, identify them, and use this information to guide one’s thought and actions.” Emotional intelligence confirms that all people have the ability to influence their emotions to expand thought, judgment (*Emotional Intelligence*) in which he labeled emotional intelligence as the ability to motivate and persevere in the face of setbacks; control impulse and delay gratification; regulate one’s emotions and prevent pain from overwhelming emotions and from the ability to think: with compassion and hope. (Goleman. 1995, p.36) The five basic elements of emotional intelligence are:

- i. Self-awareness: Self-awareness refers to the ability to monitor one's emotional state and

correctly recognize and express emotions (Self -awareness, accurate self-assessment, and self -confidence).

- ii. Self-regulation: The ability to control or redirect disturbing impulses and emotions, tending to pause judgment and thinking before acting (Self-control, confidence, adaptability, worthiness, conscientiousness, and innovation).
- iii. Motivation: Tendency to pursue goals with vitality and perseverance (Achieving goals, commitment, initiative and optimism).
- iv. Empathy: The ability to understand the emotional temperament of others (Understanding others, service oriented).
- v. Social skills: The ability to deal with interpersonal relationships and build systems, to find the collective base and the ability to build harmonious relationships (Affects communication, conflict management team ability).

Therefore, emotional intelligence reflects emotional reasoning that can be used to understand and manage the expressions of oneself and others. Students with higher emotional intelligence can better perceive, understand the nuances and meanings, and improve social relationship by managing emotions. Emotional intelligence develops social benefits in personal life.

## 1.2 Justification

In his book, *The Essential Difference*, Simon Baron Cohen (2004) investigated how and why the male and

female brains differ. It clarifies why the female brain is better at empathy and communication, while the male brain is better at mastering non-specific programs such as politics and music. Baron (1997) discovered that although there is no gender difference in emotional intelligence, differences can be observed in certain emotional abilities. Eisenberg (1994) showed that women and girls have (display) more loving and emotional responses than men and boys. (Similarly, Katyal and Awasthi (2005) discovered that women have higher emotional intelligence than men; nevertheless, these differences are not statistically significant or irrefutable, but they do show a trend.). According to Singh and Gupta (2016), there is no significant gender difference in the emotional intelligence of students. These inconsistent results led the investigator to examine the gender differences in emotional intelligence). Therefore, a comparative study was conducted on male and female college students in terms of emotional intelligence.

### **1.3 Statement of the problem**

A Comparative Study between Male and Female College Students with regard to Emotional Intelligence of Nagaland.

### **1.4 Objectives of the Study**

To find the difference between male and female college students with regard to their emotional intelligence and its dimensions

### **1.5 Hypotheses of the study**

- 1 There is no significant difference between male and female college students with regard to Emotional Intelligence.
- 2 There is no significant difference between male and female college students with regard to their Self-Awareness.
- 3 There is no significant difference between male and female college students with regard to their Self-Regulation.
- 4 There is no significant difference between male and female college students with regard to their Motivation.

- 5 There is no significant difference between male and female college students with regard to their Empathy.
- 6 There is no significant difference between male and female college students with regard to their Social Skill.

### **1.6 Delimitations of the Study**

1. The present study was delimited to one Government College in Mokochung district of Nagaland.
2. The study was limited to emotional intelligence of college students.
3. The present study was limited to Gender (Male/Female).
4. The study surveyed 100 Arts college students.

### **1.7 Literature Review**

(Harrod and Scheer (2005) found that the level of emotional intelligence differed significantly between men and women). It was reported that females had higher emotional intelligence. Hyde and Kling (2001) confirmed that regardless of the performance measured used, women in higher education performed better than male students. Boruah and Hazarika (2015) pointed out that students' emotional intelligence scores have a negative bias distribution. There were no significant differences in MEII scores between male and female high school students. (According to Saxena & Jain (2013), female students have higher social intelligence than male students, and stream analysis indicates that arts students have higher social intelligence than students in other streams. ) Petrides (2010) states that the level of emotional intelligence and psycho-educational research in terms of gender differences showed certain degree of association between the two (male and female). Kumar et al(2015) stated that boys have higher EQ than while girls have more (higher) IQ and SI than boys. Science students have more EQ, IQ and SI than art students. The study showed that while there is no significant difference between the male and female in total emotional intelligence

between males and females. But gender differences exist in terms of emotional self-awareness, interpersonal relationship, self-regard and empathy with females scoring higher than males

**2. Methodology**

This study used descriptive survey method. The population is made up of male and female college students. A Sample of 100 college students were selected by the investigator using stratified sampling technique.

**2.1 Statistical technique Used**

Mean, Standard deviation and t- test were used in the present study.

**2.2 Tools Used in the study**

The Roqan Emotional Intelligence Test (REIT) developed by Roquiya Zainuddin and Anjum Ahmed was used. It has 30 items with five dimensions. The REIT reliability is calculated as 0.83.

**3.0 Interpretation and Result**

In view of the objective of the study, the mean and S.D. were calculated from the raw scores. The ‘t’ value was calculated and tested at 0.05 level of significance.

**Table 3.1: Comparison between male and female college students with regard to their Emotional Intelligence**

Gender	N	Mean	SD	df	‘t’
Male	50	68.72	21.31	98	0.642
Female	50	68.06	31.45		

Not Significant at 0.05 level

Table 3.1 reveals that there is no difference between the male and female students. With regards to Emotional Intelligence. The calculated ‘t’ value is not significant at 0.05 level. Thus, null hypothesis is

accepted. Hence, it is concluded that there is no difference between the male and female college students with reference to their emotional intelligence.

**Table 3.2 Comparison between male and female college students with regard to their Self-Awareness**

Gender	N	Mean	SD	df	‘t’
Male	50	12.48	2.13	98	1.086
Female	50	12.94	6.83		

Not Significant at 0.05 level

The Table 3.2 reveals that the calculated ‘t’ value 1.086 is not significant at 0.05 level. Thus null hypothesis is accepted. There is no significant difference between male and female college students

with regards to their self-awareness. It means that the male and female college students have no significant difference with regard to their self-awareness.

**Table 3.3 Comparison between male and female college students with regard to their self-regulation**

Gender	N	Mean	SD	df	't'
Male	50	23.01	3.72	98	0.185
Female	50	23.02	5.23		

Not Significant at 0.05 level

Data from table 3.3 depicts that the calculated 't' value 0.185 is not significant at 0.05 level. The 't' value indicated that the male and female have no significant differences with regard to their self-

regulation. Thus on the basis of the third hypothesis of the study "There is no significant difference between male and female college students with regard to their self-regulation has been accepted."

**Table 3.4 Comparison between male and female college students with regard to their motivation**

Gender	N	Mean	SD	df	't'
Male	50	10.2	3.18	98	0.367
Female	50	10.34	4.07		

Not significant at 0.05 level

Table 3.4 depicts that the calculated 't' value 0.367 is not significant at 0.05 level. Hence the hypothesis that "There is no significant

difference between male and female college students with reference to their motivation is accepted."

**3.5 Comparison between male and female college students with regard to their empathy.**

Gender	N	Mean	SD	df	't'
Male	50	9.92	2.32	98	3.05
Female	50	9.04	1.84		

Significant at 0.05 level

Table 3.5 reveals that the calculated 't' value 3.05 is significant at 0.05 level. Hence the hypothesis that "There is no significant difference between male and female college students with reference to their empathy" was not accepted. It means that the male college

students are more aware about their empathy level. Ability to be aware of and to understand the feeling of others, of being cooperative, productive responsible member of the society are some traits of empathetic presence.

**3.6 Comparison between male and female college students with regard to their social skills.**

Gender	N	Mean	SD	df	't'
Male	50	13.26	2.97	98	0.68
Female	50	13.52	4.25		

Not Significant at 0.05 level

Table 3.6 reveals that the obtained 't' value 0.68 is not significant at 0.05 level. The 't' value clearly indicates that the male and female college students have no significant difference with regards to their social skills. Thus on the basis of the hypothesis, There is no significant difference between male and female college students with regard to their social skills.

#### **4.0 Findings**

1. There is no difference of mean scores between male and female college students in terms of their emotional intelligence level.
2. There is no significant difference between male and female college students with regard to their self-awareness.
3. There is no significant difference between male and female college students with regard to their self-regulation.
4. There is no significant difference between male and female college students with regard to their motivation.
5. There is significant difference between male and female college students with regard to their empathy.
6. There is no significant difference between male and female college students with regard to their social skill.

#### **5.0 Educational Implications**

1. Emotional intelligence, multiple intelligences, social intelligence and other non-cognitive skills set a benchmark for student's success. Teachers, school administrators, stakeholders should incorporate social and emotional learning into the curriculum to enhance students' leaning, choices of study and aptitude in their personal and social life.
2. The demands of the global world are huge. Students must possess communication skills, decision-making skills, leadership and

teamwork skills in order to face the sea of change that lies ahead.

3. According to studies, persons with high emotional intelligence flourish in a less stressful atmosphere and grow more productively. College classroom environments should prioritise healthy personality development.
4. Cultivate in students the ability to recognise their own identity and to self-reflect in any given situations. In still in students the ability to recognise their own identity and to self-reflect in any scenario.

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